

**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT)
TOWARD SPEAKING ABILITY OF THE STUDENTS AT THE
FIRST YEAR OF SENIOR HIGH SCHOOL
SELATPANJANG KEPULAUAN
MERANTI REGENCY**

Thesis

Submitted to Fulfill One of Requirements
for Bachelor Degree in English Education
(S.Pd.)



By

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PEKANBARU
1432 H/2011 M**

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SUPERVISOR APPROVAL

The thesis entitled “*The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of the Students at the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency*” is written by Sasli Afandi, NIM. 10414024476. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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ABSTRAK

Sasli Afandi (2011) : Efektifitas Pembelajaran Kooperatif Model Kepala Bernomor Terstruktur (NHT) Terhadap Kemampuan Berbicara Siswa Pada Pokok Bahasan Emotion Expression Terhadap siswa kelas X Madrasah Aliyah Negeri Selatpanjang Kabupaten Kepulauan Meranti

Penelitian ini berjudul “Efektifitas Pembelajaran Kooperatif Model Kepala Bernomor Terstruktur (NHT) Terhadap Kemampuan Berbicara Siswa Pada Pokok Bahasan Emotion Expression Terhadap siswa kelas X Madrasah Aliyah Negeri Selatpanjang Kabupaten Kepulauan Meranti”. Ada dua variable yang digunakan dalam penelitian ini. Pertama adalah variable x (penerapan pembelajaran kooperatif atau) dan variabel y (kemampuan berbicara bahasa Inggris siswa). Siswa kelas X di Madrasah Aliyah Negeri Selatpanjang Kabupaten Kepulauan Meranti adalah subjek peneltian ini, sedangkan objek penelitiannya adalah Efektifitas Pembelajaran Kooperatif Model Kepala Bernomor Terstruktur (NHT) Terhadap Kemampuan Berbicara Siswa (NHT). Data untuk penelitian ini telah dikumpulkan selama 2 bulan dari dua kelas pada siswa kelas X. Jumlah populasi adalah 98 siswa terdiri dari tiga kelas; penulis mengambil dua kelas sebagai

sampel, kelas X_1 sebagai kelas eksperimen dan kelas X_2 sebagai kelas pembandingan. Dalam mengumpulkan data penulis menggunakan tes. Tes dilakukan untuk mengukur hasil belajar siswa pada pokok bahasan Emotion Expression pada kedua kelas. Rumus yang digunakan untuk menganalisa data adalah dibawah ini:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dari analisis data menunjukkan bahwa pembelajaran kepala bernomor terstruktur (NHT) di peroleh $t_{hitung} = 2,0057$ dan $t_{tabel} = 1.67$, ini berarti bahwa

$t_{hitung} > t_{tabel}$ (H_0) diterima dan H_a ditolak dengan kesimpulan bahwa “penerapan pembelajaran kooperatif model kepala bernomor terstruktur dapat meningkatkan hasil belajar siswa di Madrasah Aliyah Negeri Selatpanjang Kabupaten Kepulauan Meranti” dengan derajat pengaruh sebesar 6%.

ABSTRACT

Sasli Afandi (2011) : The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of the Students at the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency.

This research is Paper Entitled “The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of the Students at the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency” There are two variables which are used in this research. The first is variable X (The Effectiveness of Numbered Heads Together) and the second is variable Y (Speaking Ability). The first Year students of Senior High School Selatpanjang Kepulauan Meranti Regency are the subject of this research and the object is the The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability”. The data for this research have been collected for two months from two classes of the first year students of Senior High School Selatpanjang. The total number of population is 98 students consisting of three classes; the writer took

two classes as sample, the class X_1 is as experiment class and the X_2 is as a control class. In collecting data, the writer used test. Test was used to measure the speaking ability in Emotion Expression Subject for both classes. The formula used to analyze the data is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The data analyzed indicates that the effectiveness of Numbered Heads Together (NHT) obtained $T_{arithmetic} = 2.0057$ and $T_{table} = 1.67$, it means that $T_{arithmetic} > T_{table}$

. It can be seen that the first hypothesis (H_a) is accepted and (H_o) is rejected. The conclusion is that “the application of cooperative learning model of Numbered Heads Together can Increase Students’ Learning Outcomes in Senior Boarding High School Selatpanjang Kepulauan Meranti” with the influence degree 6%.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

One of the basic competences of language is speaking. Using speaking we can express our idea to communicate with other people. Speaking skill is taught to students to make them capable of communicating by using English correctly. There are some elements of teaching speaking that need to be mastered, namely grammar, vocabulary, pronunciation (stress, intonation, and pitch), fluency, and gesture. The elements are needed in teaching learning process in teaching speaking skill so that the students are capable of and self confident in speaking. The elements are needed to measure the capability of the students in speaking using appropriate technique. Because the complexities of the speaking elements, like grammar, vocabulary, pronunciation, fluency, hence a lot of students get many problems.

Speaking is one of the important and essential skills that must be practiced to communicate orally. By speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts.

Speaking skill is very important thing and it must be developed. Since it can be used in sharing ideas or information directly from one to other people

through speaking or conversation, it can obtain ideas, messages and information.

Furthermore, Harmer, in Jeremy Harmer, (2001: 4) says that;

“Speakers say things because they want something happen as a result of what they say, they may want to charm the listeners; they want to give some information or express pleasure. They may decide to be rude or to flatter, to agree to complain. In each of these cases they are interested in achieving this communicative purpose-what is important is the message they wish to convey and effect what they want it to have.

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. (Burnkart. 1998:2)

Learning method is a common teaching technique and can be used to all subjects, such as: speech, discussion, asking and answering, experiment, task, and so on. Learning method is also a concept in teaching the material to achieve a certain objective involving strategy and method. (Murni, 2009). The model of cooperative learning is a learning strategy that focuses on the cooperation between students in group to achieve learning purpose. (Herdian, 2009).

One of the models in Cooperative learning that developed by Spencer Kagan is Cooperative Learning model of Numbered Heads Together (NHT). This learning model focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, which the students are divided into groups and every student in group has the different numbers, then teacher gives task and each group works on it by discussing, then

teacher calls one of the students and the students report their group-work that would be respond by other groups members. (Ibrahim, 2002).

The prominent usages of this learning model as Lundgren said (1994) are: self confident become higher, improving attendant, acceptance toward other persons become easier, minimize the disturbing behavior, individual conflict decreased, a much deeper understanding, increasing the good character, sensitivity and tolerance, and also increasing the students' learning achievement.

Expression of emotion subject is a material in English book at the first year of Senior Boarding High School of Selatpanjang. In this material, students read the news related with *Unbelief* and *Surprised*, when the learning process begins, students practice the expression about unbelief and surprised. Actually there are many theories about expression such as: *Happy, sad, Unbelief and surprised*, but English textbook for the first year students just has the expression of unbelief and surprised. The writer feels really interested to research about material of expression emotion. Moreover, in this school, students who learn English subject are expected to speak English even in short conversation expression, for instance: *are you serious?, really, oh my God, that's not true*. The writer will use the effectiveness of Numbered Heads Together (NHT) in this school, because this learning model as developed by Kagan which is design to increase students' interaction pattern, students' academic achievement, students activity in class and students responsibility. In the process of this learning model, they will be given the different number based on their group consisting of 3-5 person and each group member will get number 1-5, the next step, the teacher will

give them a question, then students will have to discuss in group to answer this question, and finally teacher will call a certain number randomly, so that the students with their numbers that have been called must answer the question.

English has been well known by students at The First Year of Senior Boarding High School of Selatpanjang. English KTSP (Educational Unit Level Curriculum) is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject. There is on curriculum that is used at The First Year of Senior Boarding High School of Selatpanjang. KTSP especially is used to the first until the third grade. It has been applied since 2007 until now.

KTSP has been used by The First Year of Senior Boarding High School of Selatpanjang. KTSP curriculum in Senior Boarding High School of Selatpanjang is allocated 3 meeting X 70 minutes in a week. Teaching English is allocated 14 meeting X 45 minutes. Especially for teaching speaking by using KTSP curriculum, teacher-cantered activities are dominated in the classroom, the teachers give the indicators to the students in teaching and learning process, such as; the teachers give the speaking materials to the students and the students should understand what the teachers said. In KTSP curriculum the students should practice the conversation in the classroom activity, and the students can speak to the teacher and their friends in English. It means that it needs four weeks to learn English materials in developing speaking ability.

Based on pre-observation of the writer at The First Year of Senior Boarding High School of Selatpanjang, in teaching speaking, the students always

do mistake in grammar and pronunciation aspect. Basically they only speak English. They do not pay attention to the sentence structure and correct pronunciation. The students are afraid of making mistake in speaking English. It indicates that the students have limited vocabulary. The teacher dominates in teaching the students using Indonesian, so it can not increase students' speaking ability. The teachers usually use monotone technique, such as giving tasks, so the students are usually lazy to speak English with their teachers and with their friends. So, in order to get further causes why the students difficult to speak English in the classroom. It is needed a research dealing with the teaching and learning English especially in speaking. It can be seen in the following symptoms:

1. Most of the students learning achievement is still low, the Criteria of Minimum Completeness is under 65%, however the Criteria of Minimum Completeness standard of this school is 65%
2. Most of the students still do not understand about the material
3. Most of the students still cannot answer the question correctly
4. Most of the students are not paying their attention to the teacher's explanation
5. The strategy or method that is used by teacher does not quite increase the students' learning achievement.

Based on phenomena above, the writer is interested in conducting a research entitled "The Effectiveness of Numbered Heads Together (NHT) Toward Students' Speaking Ability in Emotion Expression Topic of The Students at The

First Year of Senior Boarding High School of Selatpanjang Kepulauan Meranti Regency”.

B. The Reason for Choosing the Title

The reasons for the writer interests in carrying out a research on the topic above are based on the several considerations:

1. The title is attractive to investigate, and the writer would like to know the effectiveness of Numbered Heads Together (NHT) Toward Students Speaking Ability.
2. The topic is relevant to the writer as an English student of English education Department of State Islamic University of Suska Riau.
3. As far as the writer is concerned, this research problem has never been investigated by any writers.

C. The Definition of Terms

1. Application is the action or process of making a formal request. Oxford (1995: 48).
2. Cooperative is involving acting or working together with others for a common purpose. Oxford (1995: 257)
3. Learn is to gain knowledge or skill by study, experience or being taught. Oxford (1995:671)
4. Number head together is the cooperative learning strategy, students review information that has been learned and participate within their group [numbered heads.htm](#)

Numbered Heads Together is the game leads your class through a series of steps designed to promote learning through cooperation, active participation, and individual accountability. (Kagan, 2008:4)

5. Emotion is excitement or disturbance of the feelings. (oxford, 1995:257)
6. Expression is a look on a person's that shows a mood or feeling. (Oxford, 1995:263)

D. The Problem

1. Identification of the Problem

Based on the background and the phenomena on students learning achievement by using learning model of Numbered Haeads Togetether (NHT), the problems of this research are identified in the following identifications:

1. Why are Most of the students learning achievement still low?
2. Why do Most of the students still not understand about the material?
3. Why can Most of the students still not answer the question correctly?
4. Why are Most of the students not paying attention to the teacher's explanation?
5. Is Cooperative Learning Model Numbered Heads Together effective in Learning Process?

2. Limitation of the Problem

Based on the identifications of the problem, the writer needs to do this research. However, thinking about the limited time and fund, the writer needs to limit the problem into "The Effectiveness of Numbered Heads Together (NHT)

Toward Speaking Ability of the Students at the First Year of Senior High School of Selatpanjang Kepulauan Meranti Regency”.

3. Formulation of the Problem

Based on the limitation of the problem stated above, so the formulation of this research will be formulaed in following research questions:

1. How is the effectiveness of using NHT in increasing students’ speaking ability at the first year of Senior Boarding High School of Selatpanjang Kepulauan Meranti Regency?
2. How is the students’ speaking ability at the first year of Senior Boarding High School of Selatpanjang Kepulauan Meranti Regency?
3. Is there any significant effect of using Numbered Heads Together (NHT) toward speaking ability at the first year of Senior High School of Selatpanjang Kepulauan Meranti Regency?

E. The Objectives and Significance of the Research

1. The Object of the Research

- a. To find out the effectiveness of using NHT toward students’ speaking ability at the first year of Senior Boarding High School of Selatpanjang Kepulauan Meranti Regency.
- b. To find out the students’ speaking ability at the first year of Senior Boarding High School of Selatpanjang Kepulauan Meranti Regency.
- c. To find out significant effect of using Numbered Heads Together (NHT) toward students speaking ability at the first year of Senior High School of Selatpanjang Kepulauan Meranti Regency

2. The Significance of This Research

1. To give contribution and information to English teacher about the effectiveness of Numbered Heads Together (NHT), so that it can improve their model of teaching in order that the students are not bored in learning English.
2. To give contribution and information for school about the effectiveness of Numbered Heads Together (NHT) toward students' speaking ability in Senior High School of Selatpanjang.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

1. Speaking

a. The Nature of Speaking

Generally, speaking can be describing as the ability of person to express their idea, feeling, or something in his or her mind to the other by using the spoken language.

Therefore, speaking is a productive skill. According to Henry Widdowson (1999: 56) speaking is active or productive skill. Speaking is one of the language skills and it is a tool of communication and the most important factor in teaching language well.

Speaking is a prominent skill among the others; it is the application after mastering other language skill such as listening, reading, and writing. These can not be separated each other, therefore it is important to practice speaking a lot to develop our ability, because no one can achieve the maximum goal without practicing.

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing the words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics

knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby. 1995: 826).

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3):

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of

a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

The purpose of speaking English is a major objective in language classes. Moreover the goals in detail are stated as follow:

1. To express the students have a functional ability to make understood.
2. To enable the students to convey the meanings
3. To make the students enable to express them selves orally
4. To motivate the students in order to use English properly
5. To motivate the students in order to be able to communicate orally with native speaker

Brown (2004:115) says that language is a complex, specialized skill which develop in the child spontaneously without conscious efforts or formal instruction deployed awareness of it is underlying logic, is qualifiedly the same in every individual, and is district from more general abilities to process information or behave intelligently. He also adds “the language is a system of arbitrary

conventionalized vocal, written or gesture symbols that enable members of given community to communicate intelligently with one another.

Speaking or communication is not only done in the class but also out of the class. A movement or join undertaking that maybe different stakeholders have helped to create and to which anyone can sign up. It aims to ensure that all young people have variety of high quality in learning experiences outside classroom; learning outside classroom has always been axiomatic.

We are recognize that, quality learning experiences in real situation (means “outside classroom”) can arise ability across a range of subject and develop better personal and social skill.

It is clear that students speaking ability need practice their speaking ability in everywhere including the use of English outside classroom in order to improve their speaking ability. For example: it can be done after learning time, at home, at course, at market, and so fort. The level of frequency of the use of English outside classroom more or less influences the students speaking ability. Because, as we know that the more we practice the more we get.

The time for studying is influence by two factors, they are available time (class hours) and time that is used for studying (out of class hours). Although class is a place where the learning process can be done more effective, but learning English outside classroom are also needed by the students to increase their speaking ability.

Interpersonal communication can be done formally and informally. In the class and out of the class”. It show us that the students have many ways and

chance in improving their speaking ability, they can use the class hours until out of the classroom for their communication as a way to practice their speaking.

Some benefits of learning English outside classroom are:

1. Improve their academic achievement
2. Make learning more engaging and relevant to the students
3. Reduce behaviour problems and improve attendance
4. Stimulate inspire and improve motivation
5. Develop the ability to deal with uncertainty

Learning English outside classroom becomes a key factor for successful speaking ability among the students and which much influence them in learning.

b. Speaking Ability

According to Webster (1980) ability means power to performance fact, Physical or mental, either before or after training. Moreover, in Hornby (1987: 41) state that ability is the capacity or power to do something physical or mental.

There are six characteristic of mental activity (ability): knowledge, comprehension. Application, analysis, synthesis and evaluation. In this paper, only the first three levels that are used. namely, knowledge, comprehension and application because there are related to the mastery and application of main idea of the paragraph. To measure the student ability in identifying main idea of the paragraph, the writer classifies the students level in this study. They are: Excellent, Good, Fairly Good. Fair and Poor.

Based on the description above, the writer concludes that ability is the power of understanding a matter that involves both mental and physical after they

get some experiences through learning. Learning ability here refer to the ability of students in speaking English.

Speaking is the active and productive skill, it take place when someone can use sentence orally in social interaction. Hornby (1985:827) says the ability is a special natural power to do something well. It can conclude, speaking ability is the active and productive skill to use to use sentence orally well in social interaction.

Many English students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishment in spoken communication.

Further more, speaking is a complex requiring the simultaneous of different abilities, which often develops at different rates.

It is known is speaking ability is very difficult and complex skill to learn especially by foreign language students. There are many different abilities included in this skill. Speaking ability on five components: accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

c. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make

use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998:2).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan 2003)

d. Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.
- e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

- g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2. Emotion Expression

Actually in expression there are expressions models like: *happy, sad, and surprised*, but English book at the first year of Senior High School only has the expression of disbelief and surprised. The writer feels really interested in learning emotion expression subject. Moreover English subject which the students demand to speak is in the form of short sentences expression likes: *are you serious, really, oh my God, that's not true.*

springerlink.com.

Emotional expression can have a variety of effects on social interactions, psychological well-being and physical health. A popular, yet controversial belief held by cultures and clinicians alike is that failure to express emotion is psychologically and physically harmful. Numerous

empirical studies have demonstrated both mental and physical health benefits associated with emotional expression, as well as negative psychological effects, which are associated with inhibited expression (Pennebaker, 1995). The process of consciously inhibiting emotional expressions while being emotionally aroused, referred to as expressive suppression, has been shown to be disruptive to communication. Butler and her colleagues (2003) discovered that expressive suppression can reduce rapport and inhibit relationship formation between individuals. More intriguingly so, their research suggested such suppression produced a uniquely physiologically stressful encounter for the individual engaged in conversation with the suppressor. For example, an increase in these individuals' blood pressures was observed. emotionalprocessing.org.uk

3. Cooperative Learning of Model (NHT) Numbered Heads Together

According to Slavin (1995), cooperative learning is a learning model where students in small groups divided into to 4-6 persons. Students learn and cooperate collaboratively with heterogenic group structure. Three central concepts become cooperative learning characteristic as Slavin (1995) forwarded, that are group appreciation, individual responsibility, and the same chance to success.

a. Group appreciation

The purpose of using group appreciations is to get a better achievement in group by cooperative learning. Group appreciation is succeed if students achieve the criteria that have been targeted. Group achievement is based

on students' individual performance as a member group in creating a connection between members of group and supporting, helping, and caring each others as mutual relationship.

b. Individual responsibility

The group achievement depends based on students' individual achievement as a member of group. The individual responsibility is based on the group's member activity which support and learn together. Individual responsibility on group make the group itself achieve the achievement.

c. The same chance in achievement

Cooperative learning applies a *scoring* method that involves the increase of students' achievement based on the increasing of students' score from their last score. The use of this scoring method makes each student in low, middle, and high achievement get the same chance to be successful by doing their best in group.

One of the four steps to be successful in cooperative learning approach is by doing structural approach. Structural approach is developed by Spencer Kagan to influence students' interaction pattern. This structural approach is developed to increase academic achievement and also to teach social or group skill. (Ibrahim, 2000).

This structural approach is used as an alternative toward traditional class approach, where teachers ask question to students and then students answer after rise their hand or have been asked by teacher. The structural

cooperative learning approach happens after students discuss the answer of the question, then teacher would call a certain number, students whose number is called have to raise their hand and answer the question for the class. This structure expects the students cooperate in small group and teacher give group appreciation than individual appreciation.

4. The Steps of Learning Numbered Heads Together (NHT)

Cooperative learning with structural Number Heads Together (NHT) is executed in four steps. Ibrahim (2000)

- First step *Numbering*. Teacher divides the students into groups consisting of 4-6 persons and each member of the group would have number among 1-6.
- Second step *Submitting Question*. Teacher asks the question to the students. The question can be varied, specific or in interrogative form.
- Third step *Collective Thinking*. Students elaborate opinion toward the answer of the question, and make sure that every member in group knows the answer.
- Fourth step *Answering*. Teacher calls certain number, and then all of the students whose number has been called raise their hand. The teacher asks one of the students whose number has been called to present the result of his group. The next step is that the teacher requests another student but still has the same number but has different opinion to go in front of the class to present the result of his own group. The other students with the same

number or different number get the same chance to ask question to his friend who does presentation in front of the class. If none of them asks, then teacher would ask the question for students in front of the class, and if no answer from the students then the question would be asked to the others student.

Learning is a process of action and a very fundamental element in every education institutions. Learning is a change of all individual behavior which is relatively constant as result of experience and interaction with environment that involve cognitive process. (Muhibin, 1995:56)

John Dewey stated that learning is related to the thing which has been done by students for their selves, so the initiative should come from students their selves. Teacher is as a guide and a director who controls the learning processes, but the learning processes must be done with the full participation of the students who learn. (Dimyati, 2006:116)

Learning is a process of assimilation to make the students' experience with the material expand from their own understanding about the material into more extensive.

According to Muhibbin (1995:39) the kinds of learning can be divided into:

a. Abstract Learning

Abstract learning is a study that uses abstracts thinking to get understanding and problem solving by mastering the principles concept.

b. Creative learning

Creative learning is a study which uses motorix motions. It has purpose to get and understand certain physical movement which also needs intensive exercise regularly.

c. Social learning.

Social learening is a study to understand the problems and techniques to solve the problems it selves. It has purpose to make understanding and become skillful in solving social problems.

d. Problem solving learning

Problem solving learning is a study using scientific methods or systematic thinking, logic, emphiric, and accurate. It has purpose to get the cognitive ability in solving the problem rationally and clearly.

e. Rational learning

Rational learning is a study using rational mind capability and logic, It means to get variety of proficiency in applying concepts and principles.

f. Habitual learning

Habitual learning is process of making new habits or change the bad habit. It has purpose to get attitudes and new habits which are more positive and also suitable with context.

g. Apreciation learning

Appreciation learning is a study to learn to analyze the object's value, mean that students get skills in measuring certain object, for instance art appreciation, music appreciation and so on.

h. Knowledge learning

Knowledge learning is a study using deep investigation toward certain knowledge. It also can be called as a smart learning program to master learning material by involving investigation and experiment act.

Revolution of learning has been done, one of them through cooperative learning, this learning is based on teaching methods which the students cooperate in small group. They help each with others in doing academic activities and solve the problem in the material by this group they will understand and comprehend the lesson or material. (Murni, 2004).

Cooperative learning based on the theory, is that students are easier to find and understand a difficult concepts if they discuss with each others. Students work routinely in one group and the group consists of 4-5 persons to make the mutual problems solving in complex problems. Each group member is formed based on heterogeneous of the academic ability, background of social status, and gender. (Mufida, 2000)

This cooperative learning model is developed based on constructively cognitive learning theory, with higher mental function. It commonly appears in conversation or in inter individual work, and implementation of this learning model is suitable with the principle of Contextual Teaching and Learning that is about learning community. (Murni, 2009).

According to Nur at al (2000), there are six steps or phases in cooperative learning, the first step; teacher conveys the purpose and

motivation on student. The second step; teacher give the learning information. The third step; teacher organizes the students into the learning groups. The fourth step; teacher guides across group work and learn. The fifth step; teacher gives the evaluation, and the sixth step; teacher gives the appreciation

Mufidah said, the purposes of cooperative learning are:

1. Outcome of academic learning; to increase the students' activity in academic task
2. Acceptance toward variety; so that students accept their friends who have variety of background.
3. Social skill development; students are able to share the task, be active in asking, appreciate other's opinion, make their friends interested to ask, and have willingness to express idea and work together in group.

5. Learning Outcomes and the Influence Factors

Learning outcomes is students' competency after they have finished learning activity which is written in score from the test in learning process. Slameto (2003) In getting the great learning outcomes, we need to know the factors which influence it.

According to Slameto (2003) the factors that can influence learning outcomes can be divided into 2, which are internal and external. Internal factor is the factor which is contained in individual whenever they are learning, whereas the external factor is the factors that contain out of individual him selves.

The internal factors consist of physical factors, psychology and fatigue. External factors can be divided into 3 factors, which are: family, school and society. Family factor is the ways of parents to educate their child, family relation, home condition, and the family's economy.

The influence comes from school factors consisting of teaching methods, curriculum, relation between students and teachers, student's relation, school discipline, subjects and school's time, learning standard, building condition, and homework. Learning cooperative model structural approach of Numbered Heads Together (NHT) is external factor which influences the students' learning outcome.

According to Sudjana, learning outcome is students' ability after students receive the learning experience. Learning outcome is students' output in form of score after students finish the test. Learning outcome describes the level of students' ability in comprehending the material; therefore learning outcome is the important factors in education. Commonly, learning outcome is viewed as the score that is obtained by the students through learning process.

There are three aspects that cover learning outcome, according to Bloom in Sudjana in Novita (2009: 16) those are:

- a. cognitive aspect is learning outcome that is related to knowledge, understanding, application, analysis, synthesis, and evaluation.
- b. affective aspect is learning outcome which is related to attitude or students' behavior, like paying attention toward subject, discipline, learning motivation, and respect the teacher along with his classmates.

c. psychomotor aspect constitutes learning outcome that is related to skill and ability to act.

The cognitive aspect purposes are oriented in the ability to think, involving intellectual ability to make the material become more simple to remember, and also the problem solving ability that the students combine and connect the idea, concept, method or procedure that have been studied in solving the problem.

The cognitive aspect consists of three levels, with different learning aspects that are level of knowledge, in this level the students are able to remember variety of information that has been received before; comprehension level, in this level, categories of comprehension is connected with ability to explain the knowledge, the information that has been known by their own words; Implementation levels, is the ability to use or apply the information that has been learned into the new situation, along with solving the various problem in daily life; analyzing levels, is the ability to identify, separate and differ the components or element facts, concept, opinion, assumption, hypothesis or conclusion and investigate the components to observe as any or not the contradiction; synthesizing levels, is ability in correlating variety of elements and knowledge until it forms new pattern that is more comprehensive; evaluation levels, is the highest level that expects the students to be able to make assessment and decision about the value of an idea, method, product or thing by using the certain criteria.

The affective domain determines students' learning outcome achievement, meaning that affective domain does determine student's success to achieve the goal in learning process. The type of affective learning outcome can be seen in students in variety of attitude like paying attention toward the lesson, discipline, learning motivation, respecting toward the teacher and classmates, learning habitual and so on.

There are some levels in affective as the purpose and type of learning outcome that is receiving or attending, which is a kind of certain sensitivity in receiving external stimulation in form of situation problem, phenomenon; responding or answering that is a reaction who has been given by someone toward the external stimulation; valuing is about value and belief toward the phenomenon or stimulus.

The psychomotor learning outcomes can be seen in skill form or individual measures ability. There are six levels of skill, those are: reflex movement; skill in conscious; perceptual ability is included within visual determination to differ additive motorix and so on; physical ability, such as strength, harmonizing, accurately; Skill movement, starting from simple skill into complex skill; the ability to relate to non discursive communication such as expressive and interpretative movement.

In learning process teacher's role is very important, where teacher is as a subject. The education activity is a process whereas the students as the object. It is a system which is related with each other to achieve the goals, that is the increasing of learning outcome.

6. Learning Achievements

Learning achievement is an important factor in education and it is the final result in learning activities processes. According to Dimiyati (1994:233), learning achievement or learning outcome is a goal of learning process. Students show that they are able to solve the tasks or to transfer the learning outcome. The learning achievement is influenced by process of accepting, organizing, saving and recall of messages and experiences.

Djamarah (1994) stated that learning achievement is the outcome in form of impressions that make individual change as a result of learning activity. Learning achievement is the education assessment of outcome about student's advancement after doing the learning activity. It means that learning outcome shows the succes of individual after he made the optimal effort.

7. The Influence of Cooperative Learning Model Numbered Heads Together (NHT) Toward Students' Learning Outcome

Learning quality can be seen from outcome of learning process. In order to increase this learning outcome, teacher has to use strategy such as by increasing students learning process by applying learning models that can increase students' learning outcome. A teacher can help students to increase their learning outcome if teacher knows the factors that influnce learning outcome, one of the ways is by applying Coopertative learning model with structural approach Numbered Heads Together (NHT) which is the external factor that influences students' learning outcome.

Teacher's knowledge about factors that can influence learning activity is very important to help students achieve optimal learning outcome, one of the ways is by applying the cooperative learning model of *Numbered Heads Together* (NHT) which is one of the external factors that can influence students' learning outcome.

Students tend to accept suggestion easier from the same age (peer tutoring). Students who learn in structural "cooperative learning" are able to learn material easier than they work alone. Slavin (2008). In this cooperative learning, students are given by teacher the chance to discuss with the group member, to share idea and learn with other friends who have higher academic ability.

Group discussion is the main characteristic of cooperative learning in the *Numbered Heads Together* (NHT) learning model. It can motivates students to be active in learning activity. Motivation is important to increase students' motivation in learning.

One of the models in Cooperative Learning that is developed by Spancer Kagan is Cooperative Learning model of Numbered Heads Together (NHT). This learning model focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, the students are divided into groups and every student in group has the different numbers, then teacher gives task and each group work on it by discussing, then teacher calls one of the students and the student reports

their group-work that would be responded by other groups members. (Ibrahim, 2002).

Students excite to learn because they have strong motivation inside them to get the optimal result. When the students want to get good score in thier learning, they have to make the good score by them self as target to aquire. This objective becomes motivation that makes students try hard to get the target they want. Djamarah (2005), motivation can be as instruction of learning activity to increase the learning spirit. So then by increasing students' motivation can also increase their Learning outcome. (Dimiyati, 1999).

Numbered Heads Together (NHT) learning model motivates students to discuss with group member, and prepare their selves maximally in mastering the material and doing task. The students have different number so they do not know when they are called by teacher because teacher calls them randomly to present the result of group task. It means that every student has the same possibility to be called by teacher. The writer hopes by applying this model learning of Numbered Heads Together (NHT), there are no students who are not involved in learning activity slouch or even leave the group task responsibility to certain students.

Through the application of learning Numbered Heads Together (NHT) model, the teacher will check how far students' undestanding toward the material that has been taught is, and whether the discussion is effective. A learning of Numbered Head Together (NHT) model not only wants students to

answer the question correctly, but also understand about the material or the question has been given.

The professional teacher is able to apply variety of learning strategy that has been amendable by educational expert. The approach structural learning numbered heads together (NHT) model includes external factors. The expected model itself is able to increase learning achievement in emotion expression subject.

B. Relevant Research

In teaching learning process, numbered heads together (NHT) model can be as a tool of education, because it can increase learning outcome.

This research is almost similar with the research conducted by R. Sarimah (2010). Her research is entitled “The Application of Numbered Heads Together (NHT) Technique in Improving Students’ Reading Ability in Comprehending Recount Texts at The Second year Students of SMP NEGERI 3 Tambang-Kampar”. Her research is able to increase students’ achievement and exceed the Criteria of Minimum Completion (KKM) with average score 8,38.

The approach of structural learning Numbered Heads Together (NHT) model was applied by Haeriah on 2008 entitled “Upaya Peningkatan Hasil Belajar Siswa Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Kepala Bernomor Terstruktur pada Tema Produksi di Kelas VII A SMP NEGERI 7 Kota-Tasikmalaya”. This learning application was successful in increasing students’ learning outcomes.

Novita dasari also conducted a research about NHT, the title of her research is “Meningkatkan Hasil Belajar Matematika dengan menerapkan Pembelajaran Kooperatif dengan Pendekatan Struktural Kepala Bernomor Terstruktur pada Siswa Kelas IX SMPN 1 Dayun”. She found that there is a significant increase in learning achievement after she applied this learning model which in the last cycles the mean of the students’ score is 80.00. It increased from the first cycle which the students only got 69.28.

C. Operational Concept

According to Kagan, cooperative learning of numbered heads together (NHT) model quoted by Anita Lie explained that cooperative learning of Numbered Heads Together (NHT) model constituted numbered heads modification. Learning numbered heads together (NHT) model is distribution task abridge. Thus, students’ individual learning responsibility performs into relevance with other friends. In learning numbered heads together (NHT) model, each member group is mutual interaction to prepare him selves for test. Then every student performs alone test and get personal percentage. This theory evolves learning effectiveness individually through the group.

In this research, there are two variables, they are: Numbered Heads Together (NHT) as independent variable, symbolized by X, and students learning outcomes as dependent variable, symbolized by Y. The data were collected by using test.

a. The Indicator of Numbered Heads Together

1. Students are divided in the small group amount to 4-5 people and each student will get the different number.
2. Teacher gives the motivation and serves the subject to every student when learning process will go on
3. Teacher explains the subject in broad out line
4. Teacher gives the task and each group performs
5. Students discuss in group, and ensure each member of groups are able to answer and perform
6. Teacher calls one of student's number, students whose number is called performs their group work outcome
7. The other students listen the performance of group work presentation.
8. In the last learning time, teacher and students summarize the subject together.
9. Teacher gives the evaluation to the students who have done individually as lesson closing.

b. The Indicator of Speaking Ability in Emotion Expression Topic

1. The students are able to comprehend emotion expressing, surprise and believe the topic
2. The students are able to arrange a correct sentence
3. The students are able to find about vocabulary related to expressing surprise and believe
4. The students are able to pronounce expression surprise and unbelief

5. The students are able to speak fluently about expression

Dependent Variable (Y) the Students Learning Outcomes

Finding out the students' learning achievement can be seen from the result of the test before applying the Effectiveness of NHT toward students' speaking ability and after applying the Effectiveness of NHT toward Student's Speaking Ability.

The test that was used in this research was in form of multiple choices with 5 choices of answer. Every question has a score. The test concludes all of the indicators from the material that has been taught with maximum score of 100 and when 65% of the questions have been answered correctly by the students, the students are successful because 65% is the Criteria of Minimum Completion (KKM) that is stated by Senior Boarding High School of Selatpanjang

D. The Assumption and the Hypothesis

1. The Assumptions

General assumptions for this research can be exposed as in the following:

- a. Numbered Heads Together (NHT) model can increase learning outcomes
- b. Numbered Heads Together (NHT) can motivate the students to be active in speaking

2. The Hypothesis

To answer this problem, the writer makes some hypothesis as follows:

Ho : There is no significant difference on the effectiveness of NHT toward students' speaking ability in emotion expression topic of the students at the first year of Senior Boarding High School of Selatpanjang

Ha : There is a significant difference on the on the effectiveness of NHT toward students' speaking ability in emotion expression topic of the students at the first year of Senior Boarding High School of Selatpanjang

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is experiment research, which is intended to find out the the effectiveness of using NHT in increasing students' speaking ability at the first year of Senior High School Selatpanjang Kepulauan Meranti Regency. This research uses only two groups as the sample. This study is two groups pre-test post-test design and the so called "a pre-experiment".

This research intends to analyze and interpret a certain population by means of looking at the difference between teaching speaking by using NHT and teaching speaking without by using NHT.

Before doing the experiment, the students were given pre test. After giving pre test, the students will be taught with information gap for about eight meetings, then, post-test would be given to identify whether or not there is a different result after got treatment.

The design of the result is simply drawn as follows:

Table 3.0 Research Design

Group	Pre-Test	Treatment	Post-Test
A	T1	X	T2
B	T1	-	T2

Where:

A: Experimental Group

B: Controlled Group

T1: the student' ability in speaking before treatment

X: teaching speaking by using NHT (treatment)

T2: the student' ability in speaking skill after giving treatment

B. The Location and Time of Research

This research was conducted at the Senior Boarding High School of Selatpanjang. The location of this school is at Subang Street Selatpanjang Tebing Tinggi sub district Kepulauan Meranti Regency. This research started on March 9th, 2010 to May 15th, 2010.

C. The Subject and the Object of Research

The subject of this research is the first year students of Senior High School Selatpanjang 2009-2010 academic year, and the object of the research is The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability.

D. The Population and the Sample of the Research

The total population in the first years are 98 students divided into three classes X_1 , X_2 , and X_3 . The classes would be given the beginning test to determine homogeneous. After the writer concluded homogeneous test, then the writer took two classes X_1 and X_2 as sample in the first year students of Senior High School Selatpanjang. The first class consists of 33 students and second class consists of

32 students. Class X_1 is experiment class and class X_2 is control class (Comperator).

The writer classified the sample into two groups, X_1 as experimental class and X_2 as control class. To make it clear, total number of both classes can be seen in the table bellow:

Table 3.1 The Total Population and Sample of the Research

NO	Class	The Number of The student		The Total Number of Population
		Male	Female	
1	X_1	13	20	33
2	X_2	14	18	32
Total		27	38	65

E. The Instrument of Data Collection

To collect the data in this research, the writer used test as follows:

1. Beginning test

Beginning test was given before the first meeting, to find out the homogenous of the students. The test was in form of question that was taken from the last material.

2. Pre test

Pre test was done before first meeting, to find out the basic of students' abilities about emotion expression. The score of this test was used as pre test's score (T_1). The question was taken from emotion expression topic.

3. Post test

This test was given after applying the Numbered Heads Together (NHT) to acquire about students learning achievement or after the treatment, and this test was used as post test score (T_2). The question in this test was the same as pre test's question, also about emotion expression topic.

F. The Data Analysis Technique

1. The beginning test

To analyze these data, the writer used 'T' test. To determine the "T" test, the formula that was used in hypothesis, thus the writer had to test first the variant of both samples. The test of homogenous variant used F test that formulaed is as follows:

$$F = \frac{\text{Biggest varian}}{\text{smallest variants}} \dots \dots \dots (1)$$

To calculate the variant of each group this formula is used:

$$S_1^2 = \frac{(n \sum x_i^2) - (\sum x_i)^2}{n(n-1)} \quad \text{and} \quad S_2^2 = \frac{n_2 \sum x_2^2 - (\sum x_2)^2}{n_2(n_2-1)}$$

If this research get the score of $F_{\text{arithmetic}} < \text{of } F_{\text{table}}$, both of groups have the same variants (homogenous), then T-test is used to test the average score of homogeneity:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

If $F_{\text{arithmetic}} > F_{\text{table}}$, T-test formula used is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with S Combination} \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

After T-test experiment for both sides the writer got $t_{\text{arithmetic}}$ was between t_{table} ($t_{\text{table}} < t_{\text{arithmetic}} < t_{\text{table}}$). Based on these data, the two groups in this research was called homogenous. t_{table} was quoted from distribution list with degree of freedom $dk = n_1 + n_2 - 2$ with the opportunity of 1-1/2 ($=0.05$).

2. The Final Data Analysing

T-test formula was also used to find out the comparison between class control and experiment class. The T-test formulation that has been used was T-test in one group (1-) by using formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The criterion of this research is: hypothesis is accepted when $t_{\text{arithmetic}} > t_{\text{table}}$ with degree of freedom $dk = n_1 + n_2 - 2$ with the opportunity of 1-1/2 ($\alpha = 0.05$). To determine the increasing level of students' outcome is by calculating determination coefficient (r^2) and by using this formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad \text{Changing into} \quad r^2 = \frac{t^2}{t^2 + n - 2}$$

However to find out the increasing of students achievement (influence of coefficient) is by using: $Kp = r^2 \times 100\%$

The explanation:

F = Statistic symbol to test the variants

t = Statistic symbol to test the hypothesis

\bar{X}_1 = the average difference of post test and pre test in experiment class

\bar{X}_2 = the average difference of post test and pre test in control class

n_1 = Total number of students in experiment class

n_2 = Total number of students in class controls

S_1^2 = Variant of experiment class

S_2^2 = Variant of control class

S = Standard deviation combination

\bar{X}_1 = The average score of students in experiment class

\bar{X}_2 = the average score of students in class control

r^2 = Determination

Kp = Increasing percentage

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The objective of this research is to find out the Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability on Students at the First Year of Senior High School Selatpanjang. The data of this research were the score of the students' post test. Before giving post-test, the writer gave pre-test to the population to determine two classes as the sample. It was found that class X_1 as experimental class and X_2 as control class. The writer presents the data that had been gathered in the research. Based on the experimental research design, there were some steps that were used by the writer to find out the effectiveness of Numbered Heads Together (NHT) toward speaking ability. Collecting the data, calculating the data and analyzing the data are the process in this research.

The total of beginning test for both classes was significantly different. The total score of experiment class was 1815 while highest score was 85 and 25 the lowest one. On the contrary, the total score of the control class was 1780 and the highest score was 80 and 35 was lowest one.

B. Data Analysis

1. The Beginning Data Presentation

Beginning data were taken from homogeneity score which consisted of the students' score at the subject before the writer applied NHT. The score of the beginning test for experiment class and control class can be seen in the table below:

Table 4.0 The Beginning Data of Experiment Class

No Students	Beginning score (X_1)	$(X_1)^2$	No Students	Beginning score (X_1)	$(X_1)^2$
1	85	7225	18	50	2500
2	80	6400	19	50	2500
3	75	5625	20	50	2500
4	75	5625	21	50	2500
5	70	4900	22	45	2025
6	70	4900	23	45	2025
7	70	4900	24	40	1600
8	70	4900	25	40	1600
9	70	4900	26	40	1600
10	70	4900	27	40	1600
11	70	4900	28	35	1225
12	65	4225	29	35	1225
13	65	4225	30	35	1225
14	65	4225	31	30	900
15	60	3600	32	30	900
16	60	3600	33	25	625
17	55	3025		$X_1=1815$	$X_1^2= 108625$

Table 4.1 The Beginning Data of Control Class

No Students	Beginning score (X_1)	$(X_1)^2$	No Students	Beginning score (X_1)	$(X_1)^2$
1	80	6400	18	55	3025
2	80	6400	19	55	3025
3	75	5625	20	50	2500
4	70	4900	21	50	2500
5	70	4900	22	50	2500
6	65	4225	23	50	2500
7	65	4225	24	45	2025
8	65	4225	25	45	2025
9	60	3600	26	45	2025
10	60	3600	27	45	2025
11	60	3600	28	40	1600
12	60	3600	29	40	1600
13	60	3600	30	35	1225
14	60	3600	31	35	1225
15	60	3600	32	35	1225
16	60	3600		$X_1=1780$	$X_1^2=103750$
17	55	3025			

Table 4.2 Beginning Data Tabulation

Class	N	X	\bar{X}	X^2	$(\sum X)^2$
Experiment	33	1815	55	108625	3294225
Control	32	1780	55,625	103750	3168400

From data above it can be obtained:

1. Beginning Variant Score Data of Experiment Class

$$S_1^2 = \frac{n_1 \sum x_1^2 - (\sum x_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{33(108625) - (1815)^2}{33(33 - 1)}$$

$$S_1^2 = \frac{290400}{1056}$$

$$S_1^2 = 275$$

2. Beginning Variant Data Score of Control Class

$$S_2^2 = \frac{n_2 \sum x_2^2 - (\sum x_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{32(103750) - (1780)^2}{32(32 - 1)}$$

$$S_2^2 = \frac{151600}{992}$$

$$S_2^2 = 152.8226$$

3. The Standard Deviation of Composite Score

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(33 - 1)275 + (32 - 1)152.8226}{33 + 32 - 2}$$

$$S^2 = 214.8809$$

$$S = \sqrt{214.8809}$$

$$S = 14.6588$$

4. Determining the Homogeneity of Two Variant

$$F = \frac{\text{biggest varians}}{\text{smallest varians}}$$

$$F = \frac{275}{152.8226} = 1.7995$$

5. Determining the Score of T-arithmetic

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{55 - 55.625}{14.6588 \sqrt{\frac{1}{33} + \frac{1}{32}}}$$

$$t = -0.1719$$

The result of all beginning data analysis of tabulation data above it can see at the table below:

Table 4.3 Beginning Data Analysis

Groups	n	\bar{X}	$\sum X$	$F_{\text{arithmetic}}$	F_{table}	$S_{\text{composite}}$	$T_{\text{arithmetic}}$	t_{table}
Experiment	33	55	1815	1.7995	1.82	14.6588	-0.1719	2.00
Control	32	55.625	1780					

From the table above, it can be seen the score of $F_{\text{arithmetic}} = 1.7995$ and $F_{\text{table}} = 1.82$ and be obtained that $F_{\text{arithmetic}} < F_{\text{table}}$. This matter means that both of group sample have the same variant (homogeneous).

Next, doing the side two testing (1- $\frac{1}{2}$) to experiment the sameness average and obtained the grade of $t_{\text{arithmetic}}$ reside in between $-t_{\text{table}}$ and t_{table} ($-2.00 < -0.1719 < 2.00$). So, it can be concluded that the students' base ability of the second group is the same.

2. The Final Data Presentation

The final data of this research were obtained from the different score of post test and pre test of both groups (experiment class and control class). The score of pre test and post test of experiment class and control class that were used as final data can be seen in the table below:

Table 4.4 Final Data of Experiment Class

No	Pre test	Post test	Difference of Pre test and Post test (X_1)	$(X_1)^2$
1	12	88	76	5776
2	20	92	72	5184
3	16	88	72	5184
4	20	88	68	4624
5	16	84	68	4624
6	8	72	64	4096
7	16	76	60	3600
8	32	84	52	2704
9	28	80	52	2704
10	20	72	52	2704
11	16	68	52	2704
12	12	64	52	2704
13	12	64	52	2704
14	16	64	48	2304
15	24	68	44	1936
16	24	68	44	1936
17	20	64	44	1936
18	20	64	44	1936
19	44	84	40	1600

20	40	80	40	1600
21	24	64	40	1600
22	24	64	40	1600
23	24	60	36	1296
24	40	72	32	1024
25	32	60	28	784
26	16	44	28	784
27	44	68	24	576
28	28	52	24	576
29	28	52	24	576
30	40	56	16	256
31	32	44	12	144
32	28	40	12	144
33	28	36	8	64
			$X_1 = 1420$	$X_1^2 = 71984$

Table 4.5 Final Data of Control Class

No	Pre test	Post test	Difference of pre test and post test (X_2)	$(X_2)^2$
1	12	80	68	4624
2	8	68	60	3600
3	24	80	56	3136
4	24	80	56	3136
5	24	76	52	2704
6	24	72	48	2304
7	16	64	48	2304
8	16	64	48	2304
9	28	76	48	2304
10	12	56	44	1936
11	16	60	44	1936
12	16	56	40	1600
13	28	68	40	1600
14	20	56	36	1296
15	16	48	32	1024
16	24	56	32	1024
17	16	48	32	1024
18	16	48	32	1024
19	28	58	30	900

20	20	48	28	784
21	16	44	28	784
22	24	52	28	784
23	20	44	24	576
24	24	48	24	576
25	28	52	24	576
26	20	40	20	400
27	20	40	20	400
28	28	48	20	400
29	28	44	16	256
30	40	52	12	144
31	36	44	8	64
32	32	40	8	64
			$X_2 = 1106$	$X_2^2 = 45588$

Preparation data of the final data above can be seen in the table below:

Table 4.6 Final Data Preparation

Class	N	X	\bar{X}	X^2	$(\bar{X})^2$
Experiment	33	1420	43.0303	71984	2016400
Control	32	1106	34.5625	45588	1223236

From the data above, the writer obtained:

1. The Final Variant Score of Experiment Class

$$S_1^2 = \frac{n_1 \sum x_1^2 - (\sum x_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{33(71984) - (1420)^2}{33(33 - 1)}$$

$$S_1^2 = \frac{359072}{1056}$$

$$S_1^2 = 340.0303$$

2. The Variant Score of Final Data of Control Class

$$S_2^2 = \frac{n_2 \sum x_2^2 - (\sum x_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{32(45588) - (1106)^2}{32(32 - 1)}$$

$$S_2^2 = \frac{235580}{992}$$

$$S_2^2 = 237.4798$$

3. Standard Score of Deviation Composite

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(33 - 1)340.0303 + (32 - 1)237.4798}{33 + 32 - 2}$$

$$S^2 = 289.5690$$

$$S = \sqrt{289.5690}$$

$$S = 17.0167$$

4. Determine t-arithmetic Score

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{43.0303 - 34.5625}{17.0167 \sqrt{\frac{1}{33} + \frac{1}{32}}}$$

$$t = 2.0057$$

5. Determining the Coefficient Cost Determiner

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{2.0057^2}{2.0057^2 + 65 - 2} = 0.06$$

6. The Influence of Treatment Got by Using Formula:

$$Kp = r^2 \times 100\%$$

$$= 0.06 \times 100\% = 6\%$$

The final data result are based on the final data preparation above as follow:

Table 4.7 The Final Result Analysis

Class	N	\bar{X}	$\sum X$	$S_{\text{composite}}$	$T_{\text{arithmetic}}$	t_{table}	Kp
Experiment	33	43.0303	1420	17.0167	2.0057	1.671	6%
Control	32	34.5625	1106				

From the final data preparation, it can be seen if $t_{\text{arithmetic}} > t_{\text{table}}$ (value of T_{table} can be seen at the presented score distribution “t” at appendix 7) that is $2.0057 > 1.67$, so, it can be concluded that The Effectiveness of Numbered Heads

Together (NHT) Toward Speaking Ability of The Students at The First Year of Senior High School Selatpanjang, and the big influence of the Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of the Students at the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency is 6 % so, this Ha has been accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the writer's action research in teaching speaking by using NHT at the first year of Senior High School of Selatpanjang Kepulauan Meranti Regency, the writer draws the following conclusion.

1. NHT is very helpful for increasing students' speaking ability the first year of Senior High School of Selatpanjang Kepulauan Meranti Regency. The ways to increase their speaking by using NHT are by providing the NHT as a media in teaching speaking and providing NHT which are related to the objects.. The advantages of using NHT in teaching speaking for the students are increasing the students' speaking ability that given by teacher, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching speaking.
2. The The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of The Students at The First Year of Senior High School Selatpanjang, and the big influence of the The Effectiveness of Numbered Heads Together (NHT) Toward Students' Speaking Ability in Emotion Expression Topic at the First Year Senior High School of Selatpanjang is 6 % so, this Ha has been accepted

B. Suggestion

Based on the conclusion above can admissible:

1. Suggestion to the teacher

- a. Using the cooperative learning model of Numbered heads Together (NHT) on emotion expression subject as one variation of learning method because the research result is obtained to increase learning outcome.
- b. Giving opportunities to the students to express their ideas in teaching learning process.
- c. Motivating the students to practice English especially in speaking as one of the English skills.
- d. Teacher should be creative in choosing the right method for the students in teaching and learning. Applying the learning cooperative model Numbered Heads Together (NHT) theory that can influence toward students learning achievement might be suitable for the students.

2. Suggestion to the students

- a. Studying hard and reviewing the lesson at home and the other place or making the groups study.
- b. Practicing English in speaking with their friends.
- c. Practising English firstly how to express an emotion

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The Answer sheet Key of Pre-Test and Post Test Questions

1. (E) Princess
2. (A) Complication
3. (B) Feel disappointed
4. (E) Narratives
5. (B) Swimming pools
6. (E) we use it almost all activities
7. (B) Use as little water as possible
8. (B) Clean and healthy water
9. (E) Too many people live in one area
10. (D) Water from natural sources
11. (B) Father had go home from work at 6 pm when I was in the shower
12. (B) Is
13. (B) Would you mind tuning down the radio?
14. (E) Watching.
15. (A) Was
- 16 (E) Paula expresses the sympathy
17. (B) I am standing now
18. (D) Several days ago
19. (B) Oh, really! Thank you.
20. (D) Are you serious!
21. (C) Cash
22. (B) Blows
- 23.(E) Experienced
24. (B) Of ourse!
25. (A) Are you serious.

PRE-TEST AND POST-TEST

Instruction

Choose the correct answer from the question below; give mark (X) for the correct answer!

Reading

Text.1 CINDERELLA

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she remained pious and good .When winter came the snow spread a white sheet over the grave and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fair of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and was golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. The story above tells about
 - a. Snow White
 - b. Sleeping Beauty
 - c. Dwarfs
 - d. Cinderella
 - e. Princess

2. The first paragraph is the..... of the story
 - a. Complication
 - b. Resolution
 - c. Reorientation
 - d. Coda
 - e. Orientation

3. Why does Cinderella's mother dead? Because she.....
 - a. Fell sick
 - b. Fell disappointed
 - c. Fell injured
 - b. Fell ill
 - e. Fell wounded

4. The genre of the text is.....
 - a. Recount
 - b. Legend
 - c. Procedure
 - d. News item
 - e. Narrative

5. The following are the primary uses of water except ...
 - a. Preparation of food
 - b. Swimming –pools
 - c. Cleaning
 - d. Bathing
 - e. Drinking

6. Water is very precious because ...
 - a. It is not available everywhere
 - b. We can use it to wash
 - c. We cannot use it everyday
 - d. We use it in almost all activities
 - e. We use it in almost all activities

7. We realize how important water is, so we have to ...
 - a. Find more water
 - b. Use as little water as possible
 - c. Keep water usable at all times
 - d. Boil the water
 - e. Explore the earth for more water

8. What do fish and plants need? They need ...
 - a. Uncontaminated water
 - b. Clean and healthy water
 - c. Waste water
 - d. Large quantity of water
 - e. Water from rivers

9. Why do big cities have serious water problems? Because ...

- a. Water is difficult to find d. They need too much water
- b. Water is needed there e. Too many people live in one area
- c. of the development of housing facilities

10. We need ... for bathing and cleaning.

- a. Warm water c. A lot of water e. Much water
- b. Clean and healthy d. Water from natural sources

11. Choose the right sentences, into English

Papa telah pulang kerja pada jam 6 sore ketika saya sedang mandi

- a. My father had go home from work at 6 am when I was in the shower
- b. Father had go home from work at 6 pm when I was in the shower
- c. I was in the shower while my father go home at 6 pm
- d. Father was go home at 6 am when I in the bath room
- e. Father was in the shower when he go home at 6 pm

12. Complete the following sentence using the correct to be!

- My father..... a rich man

- She and he..... Busy at the moment.

- a. Are b. Is c. Am d. Be e. The

13. Santi : It's too loud! Lucki : Sure. No problem

- a. Would you mind selling your radio?
- b. Would you mind turning down the radio?
- c. Would you mind living your radi?
- d. Would you mind putting your radio?
- e. Would you mind lending your radio?

14. She always..... TV in the Morning

- a. Have watched c. Watched e. Watching
- b. Watch d. Watches

15. She..... ill last Sunday

- | | | |
|--------|--------|-------|
| a. Was | c. Has | e. Be |
| b. Is | d. Had | |

16. Paula : Good afternoon Mr. Andy

Mr. Andy : Paula, I am so glad you could come

Paula : I am very sorry to hear about Tommy's death. It must be pretty hard on you.

- | | |
|----------------------------------|---------------------------------|
| a. Paula shows displeasure. | d. Paula express embarrassment |
| b. Paula declines an invitation. | e. Paula expresses the sympathy |
| c. Paula apologize someone. | |

17. X : What are you doing ?

Y :

- | | | |
|-----------------------|--------------------|---------------|
| a. I was standing now | c. I am stands now | e. I am stand |
| b. I am standing now | d. I am stand now | |

18. Which is adverb of time for past tense?

- | | | |
|--------------|---------------------|--------------|
| a. Tomorrow | c. Next month | e. At moment |
| b. Next year | d. Several days ago | |

19. Rudi : tomorrow I will give you something that will make you happy.

Vera : ...?

- | | | |
|--------------------------|-------------------------|----------------|
| a. No, thanks | c. Yes, please | e. Not for me. |
| b. Oh really! Thank you. | d. I am sorry I can not | |

20. Tasya : I am so sad because I have lost my motorcycle
Hadi : ...? About that.
- a. Oh really. c. Oh, I am sorry Tasya. e. I am forget Tasya
b. I can help you Tasya d. Are you serious!
21. Rupiah is Indonesian
- a. Currency b. Fund c. Cash d. Dollar e. Euro.
22. The air was very hot and still, but then came a few gentle ... of wind,
followed by a good breeze.
- a. Gales b. blows c. puffs d. blasts e. slow
23. It's no good hiring someone who's never taught in high school before. We
need an ... teacher.
- a. Experimented c. Exploited e. Experienced
b. Explored d. Good.
24. Doni : Ana, my sister want to celebrate her birthday. Can you attend the
party?
- Ana : did you siter invite me?
- Doni : ...? My sister invite you all.
- a. Agree with Doni c. Sister Doni e. Like with Doni
b. Of course! d. Really.
- 25 Anton : I can not follow the next subject Aldi because I am stomachache.
- Aldi : ...?you are sick.
- Anton : yes!
- a. Are you serious. c. Really unbelievable. e. Of course.
b. Really sick. d. Let me carry out

THE POST-TEST RECAPULATION SCORES OF EXPERIMENT CLASS

Name	ITEMS																									Ca	Sc
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Students 1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	22	88
Students 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	23	92
Students 3	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	22	88
Students 4	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	22	88
Students 5	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	21	84
Students 6	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	18	72
Students 7	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	19	76
Students 8	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	21	84
Students 9	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	20	80
Students 10	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	18	72
Students 11	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	17	68
Students 12	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	16	64
Students 13	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	16	64
Students 14	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	16	64
Students 15	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	17	68
Students 16	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	17	68
Students 17	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	16	64
Students 18	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	16	64
Students 19	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	21	84
Students 20	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	20	80

Students 21	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	16	64	
Students 22	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	16	64	
Students 23	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	15	60	
Students 24	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	18	72
Students 25	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	15	60
Students 26	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	11	44	
Students 27	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	17	68	
Students 28	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	13	52	
Students 29	1	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	1	1	13	52	
Students 30	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	14	56	
Students 31	1	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	11	44	
Students 32	0	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	1	0	0	0	0	1	1	0	10	40	
Students 33	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	0	0	1	9	36	

POST-TEST CONTROL CLASS

Name	ITEMS																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Students 1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0
Students 2	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1
Students 3	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1
Students 4	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1
Students 5	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1
Students 6	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	0	0
Students 7	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0
Students 8	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1
Students 9	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1
Students 10	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0
Students 11	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0
Students 12	0	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	0
Students 13	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0
Students 14	0	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1
Students 15	0	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	1	0	0	0	0
Students 16	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	0	1
Students 17	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	0
Students 18	1	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0
Students 19	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0
Students 20	0	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	0	0
Students 21	0	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0
Students 22	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	0	0
Students 23	0	0	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	1	0
Students 24	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	0
Students 25	0	1	1	1	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	0	0
Students 26	1	1	0	0	0	0	0	1	1	0	0	1	1	1	0	1	1	0	0	1	0
Students 27	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	0	0
Students 28	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1
Students 29	0	1	1	1	1	0	0	0	0	0	1	1	1	0	0	0	0	1	1	0	0
Students 30	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1
Students 31	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0
Students 32	0	0	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0

				Ca	Sc
22	23	24	25		
0	1	1	1	20	80
0	1	1	0	17	68
1	0	1	1	20	80
0	1	1	1	20	80
0	1	1	1	19	76
0	1	1	1	18	72
0	0	1	0	16	64
1	0	1	0	16	64
0	1	1	1	19	76
1	0	0	1	14	56
0	1	0	1	15	60
0	1	1	0	14	56
0	1	0	1	17	68
0	0	0	1	14	56
0	1	1	1	12	48
0	1	0	1	14	56
0	1	1	1	12	48
0	0	0	1	12	48
0	0	1	1	14.5	58
0	0	0	1	12	48
0	0	0	1	11	44
0	1	0	1	13	52
0	0	1	0	11	44
0	1	1	1	12	48
0	1	0	1	13	52
0	0	0	0	10	40
1	1	0	1	10	40
0	1	1	0	12	48
0	1	0	1	11	44
0	1	1	0	13	52
0	1	0	0	11	44
1	0	1	0	10	40

THE PRE-TEST RECAPITULATION SCORES OF CONTROL CLASS

Name	ITEMS																									Ca	Sc
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Students 1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	12
Students 2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	8
Students 3	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	6	24
Students 4	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	6	24
Students 5	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	6	24
Students 6	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	6	24
Students 7	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	4	16
Students 8	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	4	16
Students 9	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	7	28
Students 10	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	12
Students 11	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	16
Students 12	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	4	16
Students 13	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	7	28
Students 14	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	5	20
Students 15	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4	16
Students 16	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	6	24
Students 17	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	4	16
Students 18	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	16
Students 19	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	7	28
Students 20	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	5	20

Students 21	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	4	16	
Students 22	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	6	24	
Students 23	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	5	20	
Students 24	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	6	24	
Students 25	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	7	28	
Students 26	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	5	20	
Students 27	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	5	20	
Students 28	1	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	7	28	
Students 29	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	7	28	
Students 30	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	10	40	
Students 31	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	9	36	
Students 32	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	8	32

The data of students learning outcome
on the Post-Test Control Class

No	Students	Post-test
1	1	80
2	2	68
3	3	80
4	4	80
5	5	76
6	6	72
7	7	64
8	8	64
9	9	76
10	10	56
11	11	60
12	12	56
13	13	68
14	14	56
15	15	48
16	16	56
17	17	48
18	18	48
19	19	58
20	20	48
21	21	44
22	22	52
23	23	44
24	24	48
25	25	52
26	26	40
27	27	40
28	28	48
29	29	44
30	30	52
31	31	44
32	32	40
		1810

**The Data of Students' Learning Outcomes
Of Post-Test Experiment Class**

No	Students	Post-test
1	1	88
2	2	92
3	3	88
4	4	88
5	5	84
6	6	72
7	7	76
8	8	84
9	9	80
10	10	72
11	11	68
12	12	64
13	13	64
14	14	64
15	15	68
16	16	68
17	17	64
18	18	64
19	19	84
20	20	80
21	21	64
22	22	64
23	23	60
24	24	72
25	25	60
26	26	44
27	27	68
28	28	52
29	29	52
30	30	56
31	31	44
32	32	40
33	33	36
		2188

**The Data of Students' Learning Outcomes
Of Pre-Test Control Class**

No	Students	Pre test
1	1	12
2	2	8
3	3	24
4	4	24
5	5	24
6	6	24
7	7	16
8	8	16
9	9	28
10	10	12
11	11	16
12	12	16
13	13	28
14	14	20
15	15	16
16	16	24
17	17	16
18	18	16
19	19	28
20	20	20
21	21	16
22	22	24
23	23	20
24	24	24
25	25	28
26	26	20
27	27	20
28	28	28
29	29	28
30	30	40
31	31	36
32	32	32
		704

PRE-TEST EXPERIMENT CLASS

Name	ITEMS																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Students 1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Students 2	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Students 3	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0
Students 4	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Students 5	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0
Students 6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Students 7	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Students 8	1	0	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0
Students 9	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1
Students 10	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0
Students 11	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0
Students 12	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Students 13	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students 14	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0
Students 15	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0
Students 16	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Students 17	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0
Students 18	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0
Students 19	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	1	0	1	0	1
Students 20	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	1	1
Students 21	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0
Students 22	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0
Students 23	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0
Students 24	0	0	1	1	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1
Students 25	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1
Students 26	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Students 27	1	0	0	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	1	0
Students 28	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0
Students 29	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1
Students 30	1	0	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0
Students 31	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0
Students 32	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1
Students 33	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1

			Ca	Sc
23	24	25		
0	0	0	3	12
1	0	0	5	20
0	0	0	4	16
0	0	1	5	20
0	1	0	4	16
0	0	0	2	8
0	0	1	4	16
1	1	0	8	32
0	0	0	7	28
0	0	1	5	20
0	0	0	4	16
0	0	0	3	12
0	0	0	3	12
0	0	0	4	16
1	0	0	6	24
0	0	0	6	24
0	0	0	5	20
0	0	0	5	20
0	1	1	11	44
1	0	1	10	40
1	0	0	6	24
0	1	0	6	24
0	0	0	6	24
0	1	0	10	40
1	0	0	8	32
0	0	0	4	16
1	1	1	11	44
0	1	0	7	28
0	0	0	7	28
0	1	0	10	40
1	0	1	8	32
0	0	0	7	28
0	1	0	7	28

Appendix 9

The Data of Students' Learning Outcomes Of Pre-Test Experiment Class

No	Students	Pre test
1	1	12
2	2	20
3	3	16
4	4	20
5	5	16
6	6	8
7	7	16
8	8	32
9	9	28
10	10	20
11	11	16
12	12	12
13	13	12
14	14	16
15	15	24
16	16	24
17	17	20
18	18	20
19	19	44
20	20	40
21	21	24
22	22	24
23	23	24
24	24	40
25	25	32
26	26	16
27	27	44
28	28	28
29	29	28
30	30	40
31	31	32
32	32	28
33	33	28
		804